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ABSTRACT

This directory describes the various types of programs offered by organizations and educational institutions which are members of the Association for World Education. Focusing on all forms of postsecondary educational organizations, membership consists of adult education centers, colleges, units of large university research centers, and other organizations which are committed to world education. Programs described range from summer group-travel programs to peace research institutes and loosely structured "learning settlements" in Europe, South America, Canada, Japan, Africa, and the United States. Listings are alphabetical by country. Addresses and phone numbers of the institutions, descriptions of programs which they offer, and lists of their publications are also provided. The directory includes an outline of the association's purpose and a listing of its officers and council members. (Author/MK)

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Association for World Education

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DIRECTORY OF MEMBER INSTITUTIONS

SP009195

1976

Association for World Education, a nonprofit educational organization, was founded in 1970 as the Association of World Colleges and Universities. The name was changed in 1974 to reflect the two types of membership -- individuals and institutions -- and to focus on all forms of post-secondary educational organizations committed to world education.

The need to be in touch with each other, to learn from one another, to share resources, has resulted in membership of individuals around the world. Any individual who shares a concern for humanity and a world-minded view in education may become a member.

The Association, often in cooperation with other organizations, sponsors regional conferences each year and biannual world conferences. The first such meeting was held in Denmark at Nordenfjord World University in January 1972, at a time when we still were engaged in defining world education. In connection with International Women's Year the topic for January 1975 was "World Education and the Roles of Women," at a conference in Ahmedabad, India. Summer seminars in world education have been held each year at Nordenfjord World University. In June 1976 a conference on "Expanding Dimensions in World Education" is being held at Hacettepe University, Ankara, Turkey, with 5 other cosponsoring organizations, covering the themes: Family Life/Population Education, Education for Development, Education for World Peace and Justice, and Multicultural Education.

The Association encourages "joint ventures" by higher educational institutions, such as the Consortium for a World University, now in the planning stages.

The Association is affiliated with UNESCO

as a non-governmental organization Category C.

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Association for World Education
3 Harbor Hill Drive, Huntington, N.Y.11743 USA

A Note

MAY 06 1976

This issue of the Membership Directory (the first was in 1973) attempts to give a flavor of the various types of programs offered by the organizations and educational institutions which are members of the Association for World Education.

The listings are alphabetical by country; an index is not provided in order that you may browse through it and perhaps discover a program that interests you.

In response to a request, though with some reluctance, phone numbers are listed this time. Since changes can occur in such listings, the editor accepts no liability for errors.

The members of the Association, you will note, consist of adult education centers, colleges, units of large universities, research centers, and organizations. Membership requirements are framed, not by fixed formulas, but by allowing each in its way to demonstrate its commitment to World Education.

The listings here are based on information available to the editor as of April 1, 1976. Space has purposely been left for additions and for your own notes.

Why not make sure a copy of this Directory is in your local or school library?

And if your institution wishes to become a member, you can request a membership application.

LRK
4-2-76

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WHAT IS WORLD EDUCATION?

Although the terms often are used interchangeably, world education is not the same as international education. Instead, they imply quite different approaches to the teaching-learning experience.

International education implies studying the nation-state relationships and the present state of power politics, often through the experience of others or though past history.

World education, on the other hand, is the search for education for world citizenship — in a era when planetary allegiance will replace the concept of national sovereignty; world community will take its place in human relationships along with local community; interdependence will be recognized as superseding selfish interest; and concern for humanity will replace self-centeredness.

In a conscious way a new type of learning process will evolve which recognizes the possibility of a world without war, the non-violent resolution of conflict, a world built on trust and love instead of fear and hate.

How is this to be accomplished? Surely through no one learning method, but a combination of study processes which are transnational in content, problem-oriented in concept, cross-cultural in perspective, interdisciplinary (or integrative) in method, global in outlook, experiential for the individual, and which, finally, put the responsibility for learning on the student. △

BRAZIL

UNIVERSIDADE DE ITAUNA
Rua Silva Jardim, 242
35680, Itauna, Minas Gerais

The University promotes studies related to economic, social and cultural problems and relates to the community the results of its teaching activities and research through short courses.

Bachelor degree programs are offered in engineering, dentistry, economics, languages, literature, pedagogy, history, and chemistry.

The University is accredited by State and Federal Councils of Education.

Publication: Catalogue (in Portuguese)

CANADA

CENTRE FOR INTERNATIONAL COOPERATION
P.O. Box 2086
Thunder Bay, Ontario P7B 5E7
807-683-3801

Located on Lakeshore Drive, 10 miles east of Thunder Bay, the Centre aims to provide reliable information, advice and encouragement to anyone interested in international involvement, particularly in education and development.

The Centre serves Canadian and foreign students in encouraging student exchanges and foreign student sponsorship. It provides student counselling services and promotes closer contacts between students and residents in Thunder Bay and other northern Ontario communities.

Publication: Overseas Student Handbook (free)

EXPERIMENT IN INTERNATIONAL LIVING OF CANADA
380 Ridout St. N.
London, Ontario N6A 2P4
519-433-4242

The Experiment in International Living of Canada is a "Learning-to-be" type of international, intercultural, interracial educational program.

Various types of programs are provided to meet the needs of different age groups: Individual homestay placements in over 25 countries from 1 to 4 weeks duration; group travel programs to Mexico or Guadeloupe for high school and university groups; intensive French instruction at a camp in rural Quebec; special intercultural programs within Canada; and an annual World Community leadership program on Grindstone Island, Portland, Ontario.

At the heart of all programs is the homestay experience, enabling the participant to learn in depth about another culture by living as a member of a host family.

Publication:
EIL of Canada - free brochure

[redacted] SUMMER SCHOOL IN PEACE RESEARCH

Canadian Peace Research Institute
25 Dundana Avenue
Dundas, Ontario
416-628-2356

Since 1964 the Canadian Peace Research Institute has sponsored a Summer School in Peace Research at Grindstone Island on Lake Rideau, Ontario.

During the summer of 1976 there will be two 3-week sessions. The July school will consist mainly of undergraduates (but graduates may be included). In August the students will be graduate students and people already teaching Peace Studies courses or wishing to do so (though some undergraduates may be admitted). Lecturers will be distinguished peace researchers, primarily from North America.

The course of study surveys Peace Research findings on: history of disarmament negotiations; statistics of deadly quarrels; events data analyses; the playing of non-zero sum games; mathematical studies of wars and arms races; relationships of ideologies and attitudes; inter-nation simulation in political research; impact of the physical sciences on politics; theories of deterrence; and quantitative studies of the United Nations. It should be of special interest to students and faculty in Peace and Conflict studies, Political Science, Psychology, Sociology and History.

Publications:

Peace Research Reviews -
Single issue $1.50; 6 issues $7.00

Summer School in Peace Research -
Report of Summer Sessions

WORLD LITERACY OF CANADA
692 Coxwell Avenue
Toronto, Ontario M4C 3B6
416-465-4667

For 18 years World Literacy of Canada has promoted nonformal adult education programs for integrated community development both internationally and in Canada.

Through programs in teacher training, curriculum development and evaluation, it cooperates with indigenous organizations in reaching self-sufficiency -- by provision of funds and information sharing through consultants and by publications.

The programs include such concerns as family life planning in health, nutrition, child care and home economics; agricultural techniques and farm management; functional knowledge including skills training, handicrafts and recreation.

It also promotes international understanding among Canadians through study kits, slides, films, and resource personnel.

"Functional education is a prerequisite for world development."

Publications:

Development is People
Annual Report
Learn about Literacy kit - $1.00

DENMARK

NORDENFJORD WORLD UNIVERSITY
7752 Snedsted
Skyum Bjerge, Thy
(07) 93 62 34

In 1969 several small schools and learning settlements, representing individuals and groups engaged in world education, established themselves as centers of Nordenfjord World University.

Some centers are schools, with an ongoing student population and a staff devoted to a mutual learning process.

Other centers are learning settlements, with facilities available for the housing of student and/or professional groups.

There are also resource persons who participate in or sponsor activities at the schools or learning settlements, or in their homes.

Each of the centers functions as a model for study, community and creativity. Styles of procedure at some centers are loosely structured; some utilize conventional programming; others are utopian in outlook.

Special interest centers include photography, ecology, crafts, meditation and organic gardening, and world education.

Participants have been undergraduate and graduate students, teachers on sabbatical, professionals, experimental educators, and other adults of every age and from a wide range of countries.

Publications:
NFU Catalogue - free
Lust for Learning, by Aage Nielsen - $7.00
Kaere Venner og Naboer (in Danish), by Nielsen..$3.00

ENGLAND

SCHILLER COLLEGE EUROPE

See listing under Germany.

WARNBOROUGH HOUSE
Oxford OX2 6JA, England
OX 53757

Established in 1973 to permit overseas students to study in Oxford for short periods, Warnborough House uses the tutorial system of teaching -- to create in each student the ability to think more objectively, critically and independently.

Students may choose any combination of courses relevant to their own needs and interests.

The program is open to all undergraduates, and individual instruction also is available for postgraduates and teachers. Extra-curricular activities using the resources of the area are included.

Publication:
Prospectus

FRIENDS WORLD COLLEGE
6 Upper King Street, 1st Floor
Norwich NR 3 1HA
Norwich 24311 (0603-24311)

See listing under United States.

FINLAND

VIITTAKIVI INTERNATIONAL CENTER
SF 14700 Hauho, Finland
917-4840

Viittakivi is a study and conference center where adults of any age from different cultural, religious, national, political, educational or occupational backgrounds can meet. A variety of courses and seminars year-round take up problems of our time and examine the alternatives for dealing with them on the individual, community, national and international level.

Since Viittakivi was founded in 1951 the fellowship of students, teachers and friends has extended to more than 50 countries around the world. The program consists of study groups that meet around a given topic. The winter program, November to May, includes 25-30 Finns and 10-15 foreigners, with both Finnish and English used throughout. (All foreigners study Finnish, while all Finns study English.) Recent courses have been: "One World - Many Cultures," "Finnish Culture and Society," "Great Religions," "Geography of Hunger," "Human Relations," "Roots of Prejudice." Each winter course spends a 10-day study period at a forest camp in the central part of Lapland.

Recent summer seminars and workshops have dealt with social change, community development, mental health, creative expression, and images of the future. Orientation seminars for foreigners are held at the end of each summer.

Publications:
Bilingual journal: VIITTARIVIT
Program brochure

FRANCE

SCHILLER COLLEGE EUROPE
See below.

GERMANY

SCHILLER COLLEGE EUROPE
69 Heidelberg, Fredrich-Ebert-Anlage 4
West Germany
U.S.Office: 429 N.W. 48th Street
Oklahoma City, OK 73118

Schiller College Europe is an international liberal arts college with study centers in Paris, London, Heidelberg and Madrid, as well as a residential campus in Strasbourg, France.

Combining American and European educational traditions, the college follows the American system in course offerings, grading and credits and provides program-related cultural and travel experiences in Europe. The language of instruction is English. In 1975 the enrollment included students from 35 countries.

Degree programs offered are A.A., B.A. (in 13 different areas of concentration), B.B.A., B.F.A., B.M. and M.A. - in theatre arts, international relations, and French, German or Spanish language and literature.

Summer and interim programs are offered at all college locations.

Publications:
Bulletin (free)
Supplements for Special Programs

INDIA

ACADEMY OF GENERAL EDUCATION
Manipal
Karnataka State 576119

The Academy of General Education is a complex of 31 educational institutions ranging from the pre-primary to the post-graduate level, with colleges of Medicine, Dentistry, Pharmacy and Engineering, as well as Arts & Sciences. On the Manipal campus 500 foreign students, representing 20 countries, live with the Indian students.

In collaboration with the Indian Council for Cultural Relations, the Academy conducts an orientation course for non-Indian students. The Academy also has an Information Bureau on educational and employment opportunities abroad.

Special programs are teaching of German language at the Mahatma Gandhi Memorial College and the "Learn Hindi or Learn Kannada" project. The active functioning of a UNESCO club, the United Nations Students Association, the Rotaract, the Leo Club, and the Indo-German Cultural Association on campus, all promote better understanding among peoples.

Publications in English:

What is Yoga by Swami Adidevananda	Rs. 0.60
Pais of Manipal	28.00
Knowledge is Power	30.00
Anjali M.G.M. College, Udipi	3.50
Udyoga Parva by Kukke Seetharama Sastry	8.00
Adi Parva " " " "	10.00
Virata Parva " " " "	8.00
Various Reprints - free	

FRIENDS WORLD COLLEGE
51D, 1st Floor
XII Block, Kumara Park West, Bangalore 20

See listing under U.S.

GANDHI PEACE FOUNDATION
221/223 Deen Dayal
Upadhyaya Marg
New Delhi 110001

The Gandhi Peace Foundation represents an attempt to synthesize the Gandhian imperatives of truth, justice and nonviolence with the atomic age imperatives of universal peace and human survival. Its quest is for peace with justice through nonviolence.

The Foundation goes at its task in three convergent ways -- by study and research, communication, and action. It organizes study programmes, seminars, symposia and conferences in various fields of conflict and tension.

The thrust in the Gandhian movement is to seek alternatives to the existing systems -- political, economic or educational. Therefore, action and research are directed toward a search for these alternatives. Education becomes very relevant both as means of attitudinal change as well as social transformation.

Training programmes are directed toward evolving a methodology of action. The communication programme publishes "Gandhi Marg" quarterly, as well as "Peoples Action." In addition, the library acts as a clearinghouse of information on nonviolence and peace.

Publications include numerous books on Gandhi, Civilian Defence, Nonviolence, Religion for Peace, and Indian Literature, in English.

GUJARAT VIDYAPITH
Ahmedabad 380014
Gujarat

The Gujarat Vidyapith was founded by Mahatma Gandhi in 1920. The chief concern of the Vidyapith is to conduct experimentation, research and training in various fields of education with the aim of reflecting Gandhian ways of life and thought.

In response to Gandhian educational ideology and orientation, the Mahadeo Desai College of Social Service was started in 1947.

The Vidyapith also operates a nursery school, a primary and secondary school, a Hindi Teachers Training College, a College of Education, a Basic Education Science Institute, as well as various adult education and social service field work centres, and agriculture-based village service extension centers.

Besides a summer Research program, the Vidyapith has special programs for foreign students, of various duration.

The 1975 Conference of the Association for World Education, on "World Education and the Roles of Women", was held at Gujarat Vidyapith, with attendance from all over India.

Publications:

Indological Studies in the Gujarat Vidyapith
Puratattava Journal - quarterly
Bibliographies
Two types of books were published under the series of "Gujarat Puratattava Grandthavali": (1) Gujarati translation of the important books in other languages, and (2) Readers for beginners to learn the languages of India.

INDIAN ASSOCIATION OF THE EXPERIMENT
IN INTERNATIONAL LIVING
D-294, Defence Colony
New Delhi 110024

Working with the Experiment's other national offices, the Indian Association arranges home stays and itineraries for groups and individuals coming to India from other countries. It also selects and prepares participants of person-to-person interchange programs to other countries. The intra-India program enables people from various parts of India to become acquainted through travel and homestay with a family of another culture.

The aim is to help each person understand the life of the country visited and, in India, to make sure that Indian host families educate the foreign guests about Indian ways and views of life. The experiences of each participant, both visitor and family, are always evaluated to contribute to the success of future visits.

Publication:
International Living (Newsletter)

JAWAHAR BHARATI
Kavali, Andhra Pradesh

Located on the Visvodaya Campus, Kavali, Nellore district, Jawahar Bharati encourages the study and research of art, literature, science and history of various world civilizations.

The school addresses itself to the task of a kind of education that can inculcate the one-world ideal and the concept of one humanity, and thus prepare citizens of the world.

GUATEMALA

FRIENDS WORLD COLLEGE
Suite #327
11 Avenida 13-54, Zone 1
Guatemala City
Phone: 81497

See listing under U.S.

JAPAN

FRIENDS WORLD COLLEGE
East Asia Center
6, Tadekura-Cho Shimogamo
Sakyo-Ku, Kyoto 606
Phone: 075-781-2120

KENYA

FRIENDS WORLD COLLEGE
P.O. Box 526
Machakos, Kenya

See listing under U.S.

MALTA

INTERNATIONAL OCEAN INSTITUTE
Royal University at Malta, Msida (Tel.36450)

The International Ocean Institute, located on the campus of the University of Malta, is dedicated to promoting "research on the peaceful uses of ocean space and its resources, including the regulation of such uses." It grew out of the Pacem in Maribus convocations of 1970 and 1971, held in Malta under the auspices of the Center for the Study of Democratic Institutions.

In cooperation with other international organizations, the Institute concentrates its continuing projects on global problems: a constitution for the oceans, disarmament and arms control in ocean space, an international sea service, and the economic potential of the oceans.

The Institute sponsors an international Summer School called "An Introduction to the Sea." Its aim is to involve young students of 15-18 years and young teachers in the diverse aspects of the study, use and conservation of the oceans and their resources. The experience provides background information concerning many aspects of the marine world -- technical, social, scientific, legal and cultural.

Publications:

The Common Heritage, by Arvid Pardo	$12.00
Caribbean Study Project	9.00
Proceedings of the Pacem in Maribus Convocations	(various)
The Mediterranean Marine Environment and the Development of the Region	10.00
Pollution of the Mediterranean Sea, by Lord Ritchie-Calder (paper)	3.00
Bibliography of PIM Documents	free
Ocean Space for Mankind	free
Various Documents as available	free
Publications list.	

MEXICO

ACADEMIC HISPANO AMERICANA
Insurgentes 21, Apdo. 150
San Miguel de Allende, Guanajuato
465-2-03-49

The Academia Hispano Americana offers a completely integrated program of instruction in Spanish Language and Latin American studies. Enrollment is open to students at all levels of accomplishment, on a year-round basis, with individual programs of study for advanced students.

The aim of the school is to make available to serious students a complete preparation for a future life among the peoples of Latin America, with special emphasis on Mexico.

Language classes are limited to 12 students with emphasis on speaking of Spanish. The program of Latin American studies is presented through an integration of lectures, seminars, research work and active participation in local activities.

The winter term begins in January; spring term, in March; fall term, September; with a short session for 3 weeks in December. There are two, five-week summer sessions, beginning June and the end of July.

Throughout the year a variety of cultural activities takes place in San Miguel: concerts, plays, lectures, and dance programs. Field trips to other places of interest in the State of Guanajuato are scheduled periodically.

Students generally live with Mexican families.

Publication:
Bulletin - free

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CENTRO DE INTERCAMBIO CULTURAL
Apartado Postal 76
Patzcuaro, Michoacan
Tel. 76

The Centro de Intercambio Cultural has grown out of 15 years experience in working with students who want to live and learn in a culture other than their own. During this time we have built an understanding and friendly relationship to the people of the Lake Patzcuaro region.

At the "home base" located on the shore of Lake Patzcuaro, student groups may receive an orientation to life in Mexico before going to live in homes typical of rural Mexico. These people open their homes and their lives to the students and help them improve their Spanigh language skill, meet community leaders, and understand life in modern Mexico.

Students who are prepared for research may be assisted in design of a suitable research project. Research in rural development is arranged in cooperation with farmers on the area on their land. Projects in education, social change, and cultural anthropology have been undertaken in the past, as well.

Another option for groups is service in a work camp where at the same time they learn about the culture of the area.

An example of inter-institutional cooperation is the Study in Mexico summer session of the Montana State University, Departments of Home Economics and Continuing Education. Students live with a Mexican family, participate in intensive seminars, and study through additional travel in Mexico. The purpose is to provide a direct academic, cultural and interpersonal experience.

INSTITUTO DE ESTUDIOS IBEROAMERICANOS
Apartado 358
Saltillo, Coahuila, Mexico (Tel.3-89-99)

An independent learning center, the Instituto specializes in the academic fields in which Mexico has the advantage of being a natural laboratory.

The purpose of the summer sessions is to broaden the educational horizons of all participating students, to foster world peace by helping persons of different countries to know and understand one another better, and to further the intellectual and professional development of those persons taking part in the program.

Courses include Spanish on all levels, Spanish and Latin American literature, Mexican culture, history and geography, economic and social problems of Latin America, and Mexican arts and crafts.

The Instituto also offers programs of graduate study leading to the M.A. degree in either Spanish or Latin American Studies. There are workshops for teachers and a high school summer division.

In 1976 and 1977 there will be a two-week Pre- Session in June and a regular session of approximately 5 weeks, end of June through July. In addition to the scheduled activities there are dances, fiestas, and other social and cultural activities in Saltillo during the summer, to which Instituto students may be invited.

Accommodations are arranged with local, Spanish-speaking families. Thus, students have the opportunity to experience the life and culture of Mexico while learning the language and customs.

Publication:
Summer Bulletin - free.

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PHILIPPINES

BAGUIO COLLEGES FOUNDATION
P.O. Box 433
Baguio City, Philippines

BCF is one of the few non-profit foundation type of institutions of higher learning in the Philippines.

It offers undergraduate courses in Liberal Arts, Education, Law, Commerce, and Engineering. Graduate courses lead to the degrees of M.A. in Education and Master of Laws.

The curricula of both undergraduate and graduate schools include subjects on world problems. The BCF Research Center is studying Turmoil in Asia and Modern Revolutions.

Since 1946 free instruction has been given to illiterate persons. In general, fees for students are minimal.

Publications:
Reform or Revolution, by Benjamin Salvosa
Education or Turmoil in Asia
Student Newspaper
Year Book

SPAIN

SCHILLER COLLEGE EUROPE

See listing under Germany.

SWEDEN

INTERNATIONAL SWEDISH UNIVERSITY
Skomakaregatan 8
S-223 50 Lund, Sweden
Tel. 046-11 77 20

The International Swedish University (ISU) was established under Kursverksamheten at the University of Lund to coordinate study programs for foreign students. In addition to Swedish language courses, ISU has designed programs taught in English, dealing with subjects specific to developments and experience in Sweden and Scandinavia. Because of their specific subject matter and emphasis on recent trends and current debate, these courses may be of interest to graduate students as well as undergraduates.

The Spring Semester Program runs from January to May and is a full term of 15 semester hours credit. Course offerings include architecture and urban planning, art history, education, social democracy, welfare policy, and language study. Panel discussions, field trips, and study visits form an important part of the courses.

The Swedish Language Summer Course offers instruction on three levels. The academic summer courses include: Swedish Architecture and Urban Planning, Social Welfare Policy in Sweden, and Man's Working Environment. Study visits are part of the program.

ISU is not able to offer financial aid to participants. Students should contact the financial aid departments at their college or university.

Publications:
Summer Study in Sweden - free
Spring Semester in Sweden - free

SWITZERLAND

ECOLE DE DANSE SIMONE SUTER
Caroline 7
1003 Lausanne
Tel.: (021) 22 82 22

The Ecole de Danse offers courses in classical, modern, and character dance for persons of all ages from all nationalities.

The program of studies includes demonstrations, lectures, practical work, theory, and mime.

Some scholarships are available for persons 15-22 years of age having already studied dance for at least 5 years. There are summer courses for students, teachers, and professionals.

The school is associated with: Ballet de la Jeunesse romande, and Association du Ballet de la Jeunesse romande.

Publication:
Cahiers de la Danse Sw.Fr. 24/annually

INTERNATIONAL STUDIES IN HUMANISTIC PSYCHOLOGY
Postfach 300, 5400 Baden, Switzerland

See listing under U.S.

UNITED STATES

ACADEMY OF WORLD STUDIES
2820 Van Ness Avenue
San Francisco, CA 94109
415-441-1404

The distinctive concern of the Academy of World Studies is to promote the synoptic (over-all) approach to the study of world affairs, through courses such as "Worldview Perspective," "World Ombudsman," and "Toward Century 21."

The Academy, which coordinates the Northern California Committee for the United Nations University, organized a seminar on "Exploring the Potential of the United Nations University" at the World Citizens Assembly, July 1975.

A seminar series on "Designing a World Studies Curriculum" will be the initial focus for curriculum design within the Association for World Education.

Language instruction at the Academy includes: English as a Second Language, Spanish, French, Italian, German, Japanese, and others by special arrangement.

Small, colloquium-type meetings are arranged for educators, business persons, and others wishing more than a superficial knowledge of another culture for business or career purposes. Multilingual instructors and guest lecturers participate.

The Academy is also a research center and library on the synoptic approach to world problems. The 60,000-file card collection is being microfilmed for accessibility.

Internships are granted to a limited number of qualified high school or college students.

Publication: Worldview/Newsletter - free
"Exploring the Potential of UN University" - $1.00

BELOIT COLLEGE
World Affairs Center
Beloit, Wisconsin 53511
608-365-3391

A spirit of educational pioneering is embodied in the Beloit plan of undergraduate education. To classroom experiences are added such other learning opportunities as a required off-campus Field Term of work, service or research; extensive opportunities for independent study; and overseas learning and living. Beloit seeks to remain experimental in attitude, rigorous in expectations, and intimate in its environment.

Students may complete their degree work within 3 to 5 years, arranging field, credit and vacation terms within that period to suit their particular goals and needs. Beloit also offers an optional, tuition-free "Ninth Term" for students who wish further to explore and strengthen educational possibilities or devote additional time to research.

The curriculum is organized under four broad subject areas: Man's Physical Environment, Man's Social Environment, Man's Artistic Environment, and Man's Intellectual Foundations.

The World Outlook program includes opportunities for seminars in countries such as Taiwan, Mexico, Costa Rica, France, Spain, Germany. and Israel; or study at foreign institutions under cooperative arrangements.

Publication: Catalogue (free)

BERKSHIRE FORUM
RFD #1, Stephentown, N.Y. 12168
518-733-5497

The Berkshire Forum offers weekend adult education workshops on stimulating topics of current interest. A maximum of 24 participants with disparate interpretations and solutions meet to explore crucial political, cultural and social issues. The workshops, led by committed men and women, are open and informal.

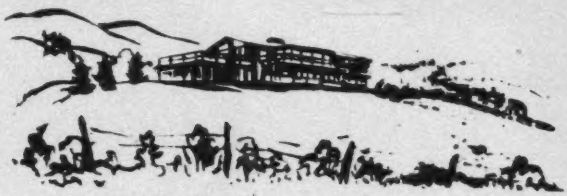
Typical workshop topics have been: "Ireland's Agony," "Alternatives on the Left," "P.L.O., Israel and Dr. K," genetic engineering, the many forms of today's socialism, a Marxist view of art.

The organizers hope that these workshops will make a contribution toward common understanding and action by people who, though quite divided politically and philosophically, are dedicated to correcting some of the inequities in our society.

The weekend allows for recreation and visits to the creative arts centers in the Berkshire area. During the week the facilities are available as a Conference center for other organizations.

A free brochure listing current programs is available on request.

Publication: Brochure (free)



BOSTON ARCHITECTURAL CENTER
320 Newbury Street
Boston, MA 02115

The educational process at BAC School of Architecture is based on a concurrent work/study program in which students work in architect's offices or related employment during the day and attend the Center during the evening for lectures, seminars, and studio-type classes.

The Center, which has an open admissions policy, conducts a professional program in architecture, leading to a Certificate in 5 or 6 years of study.

Faculty, almost all of whom are part-time and voluntarily contribute their services without compensation, consist of principals and associates in architects' offices and graduate students from neighboring institutions. As a result of the volunteer faculty, the school maintains a low tuition schedule and a student/faculty ratio of about 500/160.

The Center has been concerned with such diverse programs as professional training of persons with limited skills; career-ladder scholarships for the disadvantaged; identification of historical assets in aging core communities of the inner city; and environmental workshops for nonprofessional personnel in government agencies.

The Center encourages the development of diverse curricula which relate to the growing number of tasks confronting the architect today.

Publication: Catalogue.

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CALIFORNIA INSTITUTE OF ASIAN STUDIES
3494 - 21st Street
San Francisco, California 94110
415-648-1489

The Institute promotes intercultural understanding between America and Asia.

It is a graduate school specializing in Asian culture and civilization and in East-West comparative studies in philosophy, religion, psychology, sociology, aesthetics, and other humanistic disciplines.

The Institute grants the M.S. and Ph.D. degrees as well as diplomas: Teacher of Asian Culture and Teacher of Yoga Disciplines. It also has a program of cross-registration and cross-filing of courses with two other nearby colleges.

Courses are open to auditors as well as credit students. Those working for credit must have a Bachelor's degree or its equivalent.

The Institute has been granted "Candidate for Accreditation" status by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

Publications: Catalogue - $1.00
Schedule of Classes - free

CENTER FOR NORTHERN EDUCATIONAL RESEARCH
University of Alaska
Fairbanks, AK 99701

The center for Northern Educational Research (CNER), headquartered in Fairbanks, serves education statewide. Primary purposes of CNER continue to be educational research, program development, and policy analysis, with emphasis upon Alaska's most pressing educational needs, primarily in rural Alaska, and on the implications of Alaska's multi-cultural society.

Through a research project supported by the National Institute of Education substantial evidence was found to support the value of the bilingual approach for children in villages where the native language is the dominant language. This research has also helped clarify some of the theoretical relationships between bilingualism and cultural identity.

Evaluations are being made of the Educational Satellite Demonstration Project in Alaska and of the Alaska Native Human Resources Development Program. A major two-year study will involve both technical analysis and discussions with citizens about education, dealing with the quality, cost and financing of elementary and secondary education.

Publications:
People Paper--Newsletter
Alaska Native Peoples and Their Languages: a Map
Prehigher Education in the Unorganized Borough
Cultures in the North, a Multi-Media Resource List
Cultural Influences in Alaska Native Education
At the Time of Whaling--a Film

CENTER FOR PEACEFUL CHANGE
Kent State University
Kent, Ohio 44242
216-672-3143

The Center for Peaceful Change was established in May 1971 as a "living memorial" to the May 4, 1970, Kent State tragedy. Its mission is to develop a program of study, service, and research activities focusing on the dynamics of peaceful change in human systems.

The transdisciplinary study program is integrative of not only the different disciplines but also the cognitive and experiential dimensions of the learning and creative processes. The cognitive dimension involves courses in change, peacefulness, and various aspects of the human condition. The experiential dimension involves learning experiences in personal development, interpersonal competence, and field study. Upon completion of the total program, including general requirements of the College of Arts and Sciences, the student receives the B.A. degree with a major in integrative change.

The service component comprises lectures, workshops and conferences on themes relevant to peaceful change and a Lectureship in Peaceful Change each May 4. The research component encourages and sponsors applied research projects by students and faculty on topics related to peaceful change in human systems.

Publications:
To Re-possess America, by George Wald $1.00
Four Students, by Peter Davies $1.00
Kent State Program in Peaceful Change:
A Profile - free

CENTER FOR RESEARCH AND EDUCATION (CRE)
2010 E. 17th Avenue
Denver, Colorado 80206
303-388-6311

CRE is engaged in innovative education, training, research and evaluation activities, both nationally and internationally. It offers project and consulting services in systematic planning, program design, curriculum development, evaluation procedures, accountability audits; produces films and other mediated learning packages; and conducts workshops for personnel training.

Its teaching/learning techniques -- participative, experiential, goal-oriented -- have been used successfully in language and cross-cultural communication, leadership and management issues, community development, and environmental education.

While activities are diverse, CRE's major emphasis is in the cross-cultural field -- principally in preparing Americans to live and work effectively in an overseas environment, but also in the many subcultures of this country. It has prepared thousands of Americans for Peace Corps service in other countries, and presently is working under a long-term contract with the U. S. Navy to assist them with their intercultural relations program Navy-wide.

Publications:
Quarterly Newsletter ($10/yr. Membership)
On Being a Master Planner ($3.50)
Screening and Selection for Overseas Assignment ($6.00)
Improving Cross-Cultural Training and
Measurement of Cross-Cultural Learning ($6.00)

CENTER FOR WORLD COMMUNITY
AT CORNELL UNIVERSITY
117 DeWitt Place
Ithaca, New York 14850
607-272-3715 (Office: 607-256-4864)

While there are many differences in ideologies, religious beliefs, socio-economic backgrounds, and life experiences, the students living at the Center for World Community (plus other participants who are not residents) share a deep concern about our world's problems and crises. Because of this common concern, we have come together to live, work and study. These activities occur at two inter-related levels.

One is the personal level, where we are searching within our diversity to find our own group sense of community. On the broader level, we are seeking to learn about world conditions, to assess what are necessary steps for survival, and to explore the concept of world community. We hope to spread our concern and increase the awareness of others through projects such as: world educators-in-residence, action on the world food crisis, and interdisciplinary seminars taught by professors on topics not yet covered in existing Cornell course offerings.

In Spring 1976 the Center arranged a series of Bicentennial Lectures, "From Independence to Interdependence...America & World Community, Now and in the Future," including faculty members as speakers and members of world communities as participants.

Publication:
Newsletter

COUNCIL FOR INTERNATIONAL RECREATION,
CULTURE & LIFELONG EDUCATION, INC.
51 East 90th Street
New York, N.Y. 10028
212-AT 9-3353

The Metropolitan Area Council for International Recreation, Culture and Lifelong Education, an association of educational, civic and governmental leaders, utilized the site of the New York City World's Fair for a series of international and ethnic festivals and community programs -- such as the Mahatma Gandhi Centennial and a Conference on Human Rights and World Order.

A Convocation on the Crises in Higher Education resulted in follow-up meetings on labor-management cooperation in the university and on regional association for coordination of resources.

A 1975 National Convocation on Crisis Resolution and Prevention, sponsored by 30 organizations, is being followed by a Bicentennial Convocation of Non-Governmental Organizations for Cooperative Planning under the aegis of the Coalition for International Cooperation and Peace.

The CIRCLE Theatre, which provides opportunities for promising young playwrights to produce their work for the public view, now is an independent organization.

FRIENDS WORLD COLLEGE
Plover Lane
Huntington, New York 11743
516-549-4110

Friends World College is an international, four-year, undergraduate, liberal arts program with centers in the United States, Guatemala, England, Kenya, India, and Japan. Students are urged to consider the world as a campus, experience as a teacher, and all of mankind as an ultimate loyalty.

Following a period of introduction and study in their home center, students travel to other centers to plan and carry out programs of independent field study and work with scholars, professionals and others seeking creative responses to the challenges facing humankind. Students have studied sea farming in Japan, weaving in Denmark, art in Greece, Gandhian non-violence in India, consumer cooperatives in Sweden - done wildlife research in Africa - made a film in Guatemala - lived with an Eskimo family in Canada - taught in Harambee schools in Kenya - done social work in London - worked on an archeological dig in Mexico.

In place of examinations, grades and assigned papers, students keep a "journal" - a cumulative record of personal learning and growth. The college awards the B.A. degree. Many students continue their formal education in graduate and professional programs in leading universities. Others engage in meaningful vocations that put to practical use the knowledge, vision and skills acquired.

Publications:
Bulletin - free
Quarterly Newsletter - free

FUTURES LAB
P.O. Box 120, Annex Station
Providence, Rhode Island 02901
401-274-0011

The FUTURES LAB is a comprehensive program in futures studies leading to a bachelor's degree. The FUTURES LAB stresses global/local/, social/ environmental, planning/action toward the year 2000. Coordinated by Earthrise, Inc., the FUTURES LAB is an autonomous study center of the University Without Walls.

Ours is a"process curriculum," consisting of workshops, group projects and individual study, in which students learn how to think more than what to think. Students develop skills in decision-making, problem-solving and systems thinking and then apply these skills to learning projects of their own design, with assistance from a chosen facilitator. Problem areas include the environment, resources and energy, population, technology, recreation, shelter, economics, health, education, communication, transportation, politics, and values.

Students entering the FUTURES LAB may choose to relocate in Rhode Island to work closely with staff and other students, or they may choose to work primarily "at a distance" elsewhere in the United States or Canada (and in some cases, other countries). Traveling is encouraged.

Upon completion of each learning project students evaluate their own work, along with their facilitator, professionals and peers.

Publications:
Earthrise Newsletter - by subscription
Prospectus - $2.00
Global Futures Game (simulation) - $10.00

HIGHLANDER RESEARCH & EDUCATION CENTER
Box 370, RFD #3
New Market, Tenn. 37820
615-933-3443

Highlander began in 1932 as a community school in the mountains near Chattanooga, Tennessee. Later it became a center for training local union leaders in Southern unions. In the 1950's and '60's the school developed and ran programs for Black grass roots leaders who were active in the Civil Rights movement.

Today most of Highlander's program is concentrated in the mountains of Appalachia, where community organization now is an accepted idea. Problems such as strip mining for coal, welfare rights, community health, and land reform have been identified and articulated by emerging community leaders at Highlander's residential workshops.

These workshops, run by the participants themselves, bring together mountain leaders in an informal setting to share ideas and to plan for the future. After the workshops, Highlander staff members visit with participants in their local communities to help implement the plans and ideas which came out of the workshop experience.

Through 40 years of work the goals of the school have remained the same: to provide an educational resource for the people who are working to build a new and democratic South.

Publications:
Highlander Reports - quarterly newsletter - free
Unearthing Seeds of Fire by Frank Adams with Myles Horton - $7.95

INTERFUTURE
535 Fifth Avenue, Suite 3103
New York, N.Y. 10017
212-596-9576

Under the auspices of InterFuture, promising undergraduates conduct independent studies of "Internationalism," "Habitat," or "Individual and Society" in North America, Europe, Africa, or the Caribbean. With the cooperation of his or her own institution, each participant will design a cross-cultural project, carry out research under an expert abroad, and return to lead a campus seminar or community action program.

To ensure maximum cultural immersion abroad, the program is directed by local nationals, who provide the student with family stays or lodgings with local students, a local expert as project advisor, and personal introductions to specialists in the project area.

Basing their research in Britain, Ireland or the Netherlands in Europe, and Ghana or Jamaica in the Third World, past InterFuture Scholars have examined such diverse issues as population planning, rural and urban family structures, the lives of factory women, the black expatriate, groundwater management, the politics of day care centers, the cocoa trade, the black theatre, women political leaders, radical religious communities, and African ties to the International Court of Justice.

Participants receive academic credit for the study from their home institutions.

Publications:
InterFuture Prospectus
InterFuture Reports (summaries of projects)

INTERNATIONAL COLLEGE
1019 Gayley Avenue
Westwood Village
Los Angeles, California 90024
213-477-6761

The Independent Study Program at International College is a system of internship under the guidance of learned tutors, providing an alternative to conventional forms of learning which a number of professors and students find desirable. Students may study in the United States or abroad. Undergraduates with two or more years of college credit, and graduate students, may complete all requirements for the bachelor's, master's, or a doctoral degree entirely through independent study.

Among the tutors offering Independent Study programs are: Sir George Catlin, Judy Chicago, Lawrence Durrell, James Farmer, Buckminster Fuller, Steven Gans, Ivan Illich, Bertrand de Jouvenel, Russell Kirk, Yehudi Menuhin, Anais Nin, and Kenneth Roxroth.

Publications:
Bulletin (Newsletter)

INTERNATIONAL REGISTRY OF WORLD CITIZENS
P.O. Box 27044
San Francisco, CA 94127

The International Registry of World Citizens provides both opportunity and incentive to individuals to record their commitment to the belief that desperately needed, permanent world peace will come only by democratically conceived and administered world government.

IRWC registrants recognize all men and women as fellow-citizens of the world, whatever their race, color, creed, sex, politics, or nationality; and they agree to contribute to the development of world citizenship, to the establishment of world law, and to the means of enforcing it.

INTERNATIONAL STUDIES IN HUMANISTIC PSYCHOLOGY
Northern California Region
P.O. Box 183
Cotati, California 94928
Planetary Education Program
P.O. Box 428
Elk, California 95432
707-877-3375

ISHP is an innovative, self-accrediting, educational community offering Graduate Studies programs. The scope is Planetary, as reflected through the "Proclamation of the Mundialization of ISHP." Its members are concerned with the process of learning and ways of using that learning with integrity. They encourage a balance between: theoretical and practical, knowing how and being able.

ISHP includes an experience of process and flexibility in its development. Thus, all decisions are open to revision and change as each of them continually restates their position. They also see pleasure as an important value in the whole educational/life scheme. The prime concern as an institution is to assist the members in achieving THEIR educational and social goals. They are in service of: self, community, mankind, God, through unity in diversity.

Residence: Members gather together for a week, four times a year, at various world sites. Programs are individually derived.

Publications:
Occasional Newsletters
Multi-media Network

INTERNATIONAL UNIVERSITY
501 E. Armour Boulevard
Kansas City, Missouri 64109

A humanistic, student-centered program, the International University uses the tutorial method. A faculty member, chosen on the basis of geographical bcation and mutual interests, works with the student to set up a course of study, assist in completion of the course, and evaluate the final results.

The University has programs in Japan, England, Mexico, and Guatemala.

The University encourages adult education and enrollment by those unable to devote full time to university level study, in specially designed programs.

Publication:
Program brochure

JOHNSTON COLLEGE
University of Redlands
Redlands, California 92373
714-793-2121

Johnston College, established in 1969 to test and evaluate new concepts and practices in higher education, permits individualized, learner-centered education which places heavy responsibility upon the student to articulate and reach personal and academic objectives. The processes and curriculum, based in the concept of the contract, include: negotiated curriculum for each term, negotiated course and graduation contracts, and mutual narrative evaluations which replace grades.

Emphases are upon personal growth, intercultural/international awareness and skills, personal involvement and shared responsibility, and integration of theoretical and experiential education.

Special programs include University Without Walls for mature students, Internships related to academic courses and/or career preparation, Humanistic and Transpersonal Psychology, and the newly-established Center for Cultural Exchange.

In 1976 the college is beginning a modification of the 4-1-4 calendar to provide an option of individual month-long modules throughout the academic year.

Publications:
Catalogue - free
Student Handbook
Brochures on special programs
Reprints of magazine articles
Toward a Community of Seekers, ed. by Walter E. Tubbs, Jr. ($3.00)

LEWIS AND CLARK COLLEGE
International Programs
Portland, Oregon 97219
503-244-6161 Ext. 565

With more than one-third of its student body engaged at one time or another in international studies on campus or overseas, Lewis and Clark College, a private liberal arts college with an undergraduate enrollment of about 1,800, is deeply involved in the international dimension.

An interdisciplinary curriculum in international affairs includes annual symposia, bringing to the campus prominent persons to discuss such problems as "ethics in international affairs" and "man and his environment."

Emphasis of the overseas programs is on the less industrialized countries of the world and on countries differing culturally from the United States -- in Asia, Latin America, Africa, Central Europe and the Middle East. First-year students are particularly encouraged to participate in the study/travel program. Lewis and Clark groups go to a country or area for a period of about 5 months to absorb the history, geography, culture, contemporary life and often the language, through both informal and formal educational activities. Home stays of one month and independent study projects round out the experience.

Publications:
Overseas Study Program - free
Handbook for Overseas Study Program

LISLE FELLOWSHIP
511 Meadow Hall Drive
Rockville, Maryland 20851
301-424-4805

Lisle Fellowship provides intercultural and international summer programs for young adults--graduate & upperclass students — in the United States, Europe, Latin America, and Asia. The international composition of each group means the sharing of intercultural ideas and different life styles. In the small groups individuals find a freedom for expression and independence; and decisions formed or made by the group grow into an experience of group consciousness.

The international educative process in each program alternates practice with theory by providing many dimensions and a diversity of experiences in (1) intercultural group living; (2) involvement via teams in rotating assignments in ongoing community agencies and institutions such as social service, government, education, industry, and urban, rural, minority and family groups; and (3) evaluations through interaction and discussions in the interpretations of group members representing many different backgrounds and points of view. The educative process in the Lisle Fellowship programs is designed to provide a practical way of exposing students and young adults to flexibility, a first hand knowledge of the social concerns of the times, the understanding of worldwide human relations, and the ways of livingin different cultures.

Programs in the summer of 1976 include: special Bicentennial program in Washington, D.C.; Berkeley, California; Scandinavia; Prince Edward Island, Canada; and Spain.

Publications:
Brochure (free); Newsletters

THE OCEANICS
365 West End Avenue, Penthouse
New York, New York 10024
212-787-2700

The Oceanics is an educational experience which combines academic work with travel and adventure aboard a large, fully-equipped, square-rigged ship. Students work the vessel under the direction of a professional crew; the faculty shares equally in the work and responsibility, both on board ship and ashore on field excursions. During the course of the academic year the ship takes the students to ports on four continents.

The school is not a cruise or a sailing camp; it represents a period of hard work, exposure to cultures different from one's own, and a broadening of horizons academically and experientially. The curriculum is interdisciplinary, global in perspective, and designed to give students a more realistic view of the future and the consequences of their actions and choices, as well as a view of their past and present in a less subjective perspective. Participants are ages 13 through 20; and 75% receive financial aid.

The Oceanics also sponsors land projects in West Africa, South America, and Latin America. These range from semester-long, farm school-based living/learning experiences to "interim" two-month expeditions.

During the months of July and August a summer program is offered.

Publication:
Oceanics Bulletin

SCHOOL FOR INTERNATIONAL TRAINING
Kipling Road
Brattleboro, Vermont 05301
802-257-7751

The School for International Training, founded in 1964 as the educational arm of the Experiment in International Living, offers a wide variety of programs, each of which includes an extended period in another nation to prepare its students to function effectively in other cultures. Among the programs are:

..A Master of Arts in Teaching for specialists in language teaching.
..An International Career Training program leading to the Master of International Administration degree.
..An upper-level, undergraduate World Issues Program leading to the degree Bachelor of International Studies.
..Semester independent study programs abroad for transfer students from other U.S. colleges & universities.
..Ten-week intensive courses in the English language.
..Short-term, intensive foreign language courses, all with a planned cross-cultural emphasis.

Like its parent organization, The Experiment, the School uses as its basic cross-cultural "tool" a host family homestay experience, planned and administered by one of the 50 autonomous national offices of The Experiment.

Publications:
Odyssey - quarterly newsletter
Brochures on special programs - free

STARR KING SCHOOL FOR THE MINISTRY
2441 Le Conte Avenue
Berkeley, California 94709

Starr King School believes that it is imperative for anyone expecting to fulfill a significant leadership role to get some sense of him/her self and our society from the outside. The richness of learning from varied, nonresident learning experiences continually deepens and enlarges this total Starr King educational process.

The program is a twelve-month educational experience, seven months spent in residence at the school, and up to five months in a nonresident learning situation. The nonresident period is an attempt to reach into the world with more depth than the regular in-field assignments allow. Normally, one of the nonresident periods will be spent abroad, preferably in a country outside the Western culture.

A portion of the School's budget helps support this nonresident program; and students themselves make arrangements to help cover expenses, either by their own contribution, income-producing assignments, or minimal expense arrangements for living.

Students generally have undergraduate degrees; those completing the three-year program receive a Bachelor of Divinity degree. There is also a Continuing Education program.

Publication:
Bulletin - free

TEMPLE OF UNDERSTANDING
1346 Connecticut Avenue N.W., Suite 717
Washington, D.C. 20036
202-659-7603

The program of the Temple of Understanding is designed to increase public understanding and communication among the world's religions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism.

To create an appropriate center attracting students, scholars and religious leaders, eighty-three acres of wooded land were purchased near Washington, D.C. This will become The Temple of Understanding where people from all over the world may come to meditate, study, and explore the spiritual teachings which undergird the great religions of the world.

The organization's undertakings have included Spiritual Summit Conferences of major world religions in Calcutta, India, 1968; Geneva, Switzerland, 1970; Harvard Divinity School and Princeton Theological Seminary, 1971; Cornell University, 1974; and the Cathedral of St. John the Divine and the United Nations, 1975 -- a history-making event for this world assembly. Other high-level religious meetings have been held at Yale University and various public and private schools and colleges. Future conferences will continue to aim at fostering communication among the religions and creating understanding leading to peace.

Publications:
Newsletter - annually
Reprint: "One is the Human Spirit"
Insight: A Journal of World Religions (planned)

UNION FOR EXPERIMENTING COLLEGES AND UNIVERSITIES
Yellow Springs, Ohio 45387
513-767-7331

Established in 1964, the Union for Experimenting Colleges and Universities has become one of the leading forces for innovation in higher education in the U.S. and abroad.

In 1970 the Union developed the University Without Walls (UWW), a highly individualized form of undergraduate higher education, which abandons the sharply circumscribed campus and provides for independent, self-directed study and work experience. Over 30 colleges and universities across the U.S., all members of the Union, have instituted units of the UWW program at their institutions. The Union has worked closely with UNESCO in the planning of alternative education programs outside the USA.

The Union Graduate School has five programs through which one may pursue a doctoral degree. Each includes a residence colloquium; those wishing to plan careers requiring research skills may receive training in research methodology under the direction of eminent researchers. Each program includes independent study and a project. Each student develops a program to suit his or her own needs.

The Union for Experimenting Colleges and Universities has authority to grant degrees from the State of Ohio, Board of Regents, and holds Candidate for Accreditation Status with the North Central Association of Colleges and Schools.

Publications:
UECU Update
The Union Graduate School
University Without Walls

WITTENBERG UNIVERSITY
Office of International Education
Springfield, Ohio 45501
513-327-7104

In addition to its own curriculum of international studies, the International Education Office of Wittenberg University provides resources to people in the area who are interested in the activities and opportunities available.

International events have included a week dedicated to International Women's Year and an International Exposition in fall 1975.

Wittenberg students participated in the Harvard Model U.N. Conference and planned a model U.N. conference for area high schools.

The department has a catalog of audiovisual resources -- TV tapes, films, cassettes, slide groups -- which are available on loan to area schools.

Wittenberg's summer programs are open to teachers as well as college students. These programs include a summer seminar in Japan and a Mexican program in Cuernavaca (available year round as well). Both programs include a stay with a family.

Publication:
International Education Newsletter

WORLD FELLOWSHIP
Conway, New Hampshire 03818
603-447-2280
Box 156, Kerhonkson, New York 12446
914-626-7974

World Fellowship was founded as a practical means to promote understanding, mutual appreciation, and fellowship among peoples of all backgrounds, races and religions, through conferences and meetings and by providing seasonal vacations for workers and associates.

But World Fellowship offers more than a vacation; it is a place where the people are the attraction, drawn together by the common idea of fellowship. The fellowship takes place in an informal mountain setting through group activities -- a combination of vacation relaxation and discussions on topics that concern thoughtful people.

Discussions with knowledgeable resource persons have included such themes as: Oppressed Minorities, Women's Liberation, The Two Germanies, Appalachia, Latin America Today, China Today, Asian Developments.

The two centers are open from June until Labor Day. The center in Kerhonkson also schedules weekend discussions during the winter months and is available as a conference center for other groups.

Publications:
Commitment, by Willard Uphaus . . $2.00
World Fellowship Cookbook . . $4.00
(postage included)

Additional Copies of this Membership Directory may be obtained for $1.00 each.

No. copies desired _____

Send to:

For a sample copy of the JOURNAL OF WORLD EDUCATION, send $1.00 to the address on reverse and check here. ___.

Send application blank for educational institution ___ organization ___.

A contribution towards postage will be appreciated.

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* * APPLICATION FOR MEMBERSHIP * *

I wish to become a member of the Association for World Education in the category checked:
Sponsor $50 yr.__ Donor $25 yr.__ Friend $15 yr.__ Library $10 yr.__ Student $7 yr.__

If student or teacher, please indicate:
Secondary___ College___ Graduate___ Research___ Other Occupation _____

NAME _____

ADDRESS _____

_____
zip code

Note on dues: Regular rates apply in Canada, Australia, Europe, Japan, New Zealand, USSR, United Kingdom and USA. In other countries: Sponsor $25, Friend $7, Student $3.

Check enclosed: $_____

Detach and mail to: Treasurer, Association for World Education,
3 Harbor Hill Drive, Huntington, New York 11743 USA. 4-76

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journal of world education

THE JOURNAL OF WORLD EDUCATION, the quarterly publication of the Association for World Education, acts as a means of communication for the Association, as well as provides information and ideas which may help in developing educational activities in line with the purposes of the Association.

Each issue of the JOURNAL aims to treat in some detail certain themes relevant to world education. These themes cover two general categories: (1) educational and (2) world issues.

The first category relates to such topics as educational planning, curriculum development, academic organization and reform, and innovations.

The second deals with issues and topics which illustrate the need for a global or transnational approach; such as, international organizations and reform, international development, food, law of the sea, ecology, population, the status of women.

Through its service function the JOURNAL provides for notices of meetings, reviews, and bibliographical information, which enable readers to be informed of ways to go more deeply into the subjects covered.

The JOURNAL is distributed to all members of the Association as well as to numerous libraries around the world.

Why not send a gift subscription to the JOURNAL to your local library, or to a friend overseas?

A gift card, suitably inscribed, will be sent to the recipient.

purposes OF THE ASSOCIATION FOR WORLD EDUCATION

1. To promote intercommunication among colleges, universities, and post-secondary institutions or research centers which are working toward a global view in education.

2. To enable world-minded persons to exchange knowledge and experience, thus creating an educational system from a world perspective.

3. To assist members to a clearer understanding of the role of education in developing a creative and harmonious world community.

4. To assist members with world educational resources.

5. To promote research related to world education.

6. To foster, through the concept of a world university, concern for the advancement of humanity.

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